

Name \_\_\_\_\_ Date \_\_\_\_\_ Teacher \_\_\_\_\_

## Second Grade Module 5: End-of-Module Assessment Task Score Sheet

### A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency*. In this chart, this progress is presented from left to right. The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”. These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

Score Key: A Progression of Learning			
Little or no evidence of reasoning with an incorrect answer.	Evidence of some reasoning with an incorrect answer.	Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.	Evidence of solid reasoning with a correct answer.
(1 Point)	(2 Points)	(3 Points)	(4 Points)

Module 5: End-of-Module Assessment				
Question	Domain	Standards		
	Number and Operations in Base Ten	2.NBT.7	2.NBT.8	2.NBT.9
1	1 2 3 4	X	X	
2	1 2 3 4	X	X	
3	1 2 3 4	X		X
4	1 2 3 4	X		
5	1 2 3 4	X		X

Domain Score	Number and Operations in Base Ten	
Total Points		
Level	4	18-20 points
	3	13-17 points
	2	8-12 points
	1	5-7 points

Note: For more information about standards assessed in this module, see back of this score sheet.

Notes:

## Second Grade Module 5: End-of-Module Assessment Task Score Sheet (continued)

### End-of-Module Assessment Task (Topics A–D) Clusters and Standards Addressed

**Use place value understanding and properties of operations to add and subtract.**

- 2.NBT.7** Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones; and sometimes it is necessary to compose or decompose tens or hundreds.
- 2.NBT.8** Mentally add 10 or 100 to a given number 100–900, and mentally subtract 10 or 100 from a given number 100–900.
- 2.NBT.9** Explain why addition and subtraction strategies work, using place value and the properties of operations. (Explanations may be supported by drawings or objects.)